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ABSTRACT

Presented by the North Carolina State Department of Public Instruction are techniques to be used by local administrative units for identification of gifted and talented students. Suggestions are given for use of a teacher-observation and recommendation sheet and for construction of teacher made observational checklists. A scale for rating behavioral characteristics of superior students (in the areas of learning, motivation, creativity, and leadership), and checklists for student-peer nominations and for evaluations by teachers of students in kindergarten, first grade, and grades 2-6 are provided. Also included are a checklist of characteristics of talented pupils (for use at any grade level) and a checklist for recommending gifted and creative students (in middle grades and above). Various cognitive and affective tests, and tests of cultural differences which could be part of a screening program are listed. (LS)

ED102773

SUGGESTIONS FOR IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

Compiled by
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INTRODUCTION

Identification of students to be included in gifted and talented classes/programs in the public schools of North Carolina has been a major concern of numerous school personnel as well as the Gifted and Talented Section of the Division for Exceptional Children.

Many efforts have been made at the local and state levels to establish procedures and policies which would allow us to identify our most able and talented students. The information herein may serve as a guide to determine numerous talents which students may possess, including academic talents.

This publication is intended to provide a number of techniques which may be adapted and/or modified to meet the specific needs of local administrative units.

May I express my appreciation to Miss Cornelia Tongue, Miss Libby Broome, and Miss Henri Fisher, Coordinator and Consultants, respectively of the Gifted and Talented Section of the Division for Exceptional Children for their suggestions and assistance in preparing this publication. I also wish to express my appreciation to Mrs. Jane Ferrell and Miss Rebecca Lucy for typing and assembling this publication.

Odell Watson

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SUGGESTIONS FOR IDENTIFICATION OF GIFTED STUDENTS

The selection of students to participate in gifted and talented programs should be carried out in accordance with the Rules and Regulations of the Division for Exceptional Children, as amended by the State Board of Education. While these rules and regulations specify the statewide criteria which are to be utilized in the selection process, they do not limit the identification process which local units or schools may employ.

Listed are some possible ways which may be helpful to teachers in their search for gifted and talented students in their respective classrooms (school).

Teacher-Observation and Recommendation Sheet

Step 1 - Teacher(s) of the child's previous or present grade level may be asked to list (5 minority, 10 non-minority) children in their classes who may be:

a. most creative children, or

b. children with most leadership, or

c. most scientifically oriented children, or

d. children who do the best critical thinking, or

e. most able children who are the most inconsiderate of others in terms of behavior, or

f. child who does the most detailed planning and can follow through with plans

g. the ones who take unlike ideas and create a new idea.

Step 2 - Together with principal, guidance staff, etc. compare lists to determine number of frequencies in which names appear and list these.

Step 3 - Look at the achievement and intelligence score data on students listed to this point to compare recommendations with past performances.

Step 4 - Make recommendations as necessary based on findings keeping in mind racial composition.

Teacher Made Observational Checklist

1. Checklist Based on Characteristics and/or Traits Common to Gifted

Teachers of gifted and talented students in a given school or school system are encouraged to combine their efforts and develop their own observational checklists. Listing of characteristics and traits common to gifted students may be helpful in establishing checklist.

2. Checklist Based on Intellectual Behavior Contributing to Creativity

Teachers of gifted and talented students may give consideration to developing checklists based on pupil behavior which contribute to creativity. Intellectual

pupil behavior which contribute to creativity include the following:

Thinking Behaviors (cognitive)[1]

. Fluent thinking - the ability to think the most by producing a number of questions, ideas, solutions or alternatives.

. Flexible thinking - the ability to take different approaches by producing a variety of questions, ideas, solutions or alternatives.

. Original thinking - the ability to think of novel or unique approaches by producing ideas, questions, solutions or alternatives that others do not think of.

. Elaborative thinking - the ability to embellish or expand upon ideas, questions, solutions or alternatives.

3. Checklist Based on Non-Intellectual Behaviors Contributing to Creativity

Teachers of gifted and talented students may give consideration to developing checklists based on pupil behavior which contribute to creativity. Non-intellectual pupil behaviors which contribute to creativity include the following:

Feeling Behaviors (affective)[1]

. Curiosity - the thirst to be inquisitive and want to know. To toy with an idea and try it on for size. Willingness to question, explore and follow an inclination just to see what might happen.

. Imagination - the power to wonder or feel intuitive about something that has never happened to the child. To visualize and build images of things or places never ventured into. The ability to dream in a world of fantasy.

. Complexity - the challenge to appreciate intricate problems or ideas. To seek order out of disorder and delve into gaps that exist between how things are and how things might be.

. Risk-taking - the courage to make a guess, be different or take a dare. To be able to function without structure and face failure, mistakes and criticism.

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[1]Frank E. Williams, Identifying and Measuring Creative Potential: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Educational Technology Publication, Englewood Cliffs, 1972.

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SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS*

Name_____ Date_____

School_____ Grade_____ Age_____
Yrs. Mos.

Teacher of person completing this form_____

How long have you known this child?_____Months.

DIRECTIONS. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

SCORING. Separate scores for each of the three dimensions may be obtained as follows:

Add the total number of X's in each column to obtain the "Column Total."
Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
Enter the Scores below.

Learning Characteristics....._____

Motivational Characteristics....._____

Creativity Characteristics....._____

Leadership Characteristics. ....._____

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*Dorothy F. Syphers, Gifted and Talented Children: Practical Programming for Teachers and Principals. Arlington, Virginia: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900.

PART I: LEARNING CHARACTERISTICS

	1*	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).				
3. Has quick mastery and recall of factual information.				
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick."				
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.				
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART II: MOTIVATIONAL CHARACTERISTICS

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)				

*1--Seldom or never
2--Occasionally
3--Considerably
4--Almost always

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	1	2	3	4
2. Is easily bored with routine tasks.				
3. Needs little external motivation to follow through in work that initially excites him.				
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.				
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.				
8. Likes to organize and bring structure to things, people, and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART III: CREATIVITY CHARACTERISTICS

	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.				
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.				
4. Is a high risk taker; is adventurous and speculative.				
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ...."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.				
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				

	1	2	3	4
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.				
8. Is sensitive to beauty; attends to aesthetic characteristics of things.				
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.				
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART IV: LEADERSHIP CHARACTERISTICS

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.				
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.				
3. Seems to be well liked by his classmates.				
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
5. Can express himself well; has good verbal facility and is usually well understood.				
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8. Tends to dominate others when they are around; generally directs the activity in which is is involved.				
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.				
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

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STUDENT-PEER NOMINATION CHECKLIST

Teachers of Gifted and Talented students may give consideration to utilizing student peer nomination checklist in which students list specific data relative to their friends (those who are closest friends, those with whom they walk home or ride the bus, those who are seen only at school).

Students may be asked to utilize their knowledge of their "friends" to help them list the:

a. most creative and original classmate(s), or

b. classmate(s) with most leadership, or

c. most scientifically oriented classmate(s), or

d. classmate(s) who does the best critical thinking, or

e. etc.

Note: Statements may have to be modified and/or adapted to the level of students being served.

CHECKLIST FOR KINDERGARTEN*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Language		
1. The pupil is able to read.	___	___
2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.	___	___
B. Psychomotor Abilities		
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	___	___
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	___	___
C. Mathematics		
1. The pupil can repeat five digits forward and reversed.	___	___
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	___	___
D. Creativity		
1. The pupil interprets stories or pictures in his own words.	___	___
2. The pupil displays curiosity by asking many questions or by other types of behavior.	___	___
E. General Characteristics		
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	___	___
2. The pupil seeks new tasks and activities.	___	___
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	___	___

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*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

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CHECKLIST FOR FIRST GRADE PUPILS*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

		YES	NO
1.	The pupil reads two years above grade level.	___	___
2.	The pupil recognizes the number and sequences of steps in a specified direction.	___	___
3.	The pupil forms sets and subsets.	___	___
4.	The pupil understands the concepts of place value.	___	___
5.	The pupil recognizes the properties of right angles.	___	___
6.	The pupil can create a short story from a familiar subject.	___	___
7.	The pupil interprets stories and pictures in his own words.	___	___
8.	The pupil questions critically.	___	___
9.	The pupil demonstrates flexibility in his thinking pattern and the ability to communicate to others.	___	___
10.	The pupil is self-confident with pupils his own age, and/or adults; seems comfortable when asked to show his work to class.	___	___
11.	The pupil has a well-developed vocabulary.	___	___
12.	The pupil has a vivid imagination and enjoys sharing his "stories" with others.	___	___

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*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

CHECKLIST FOR GRADES 2-6*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Learning Characteristics		
1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his age.	___	___
3. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.	___	___
4. Tries to understand complicated material by separating it into respective parts; reasons things out for himself; sees logical and common sense answers.	___	___
B. Motivational Characteristics		
1. Is easily bored with routine tasks.	___	___
2. Prefers to work independently; needs minimal direction from teachers.	___	___
3. Has tendency to organize people, things and situations.	___	___
4. Is positive and zealous in his beliefs.	___	___
C. Leadership Characteristics		
1. Carries responsibility well; follows through with tasks and usually does them well.	___	___
2. Seems respected by his classmates.	___	___
3. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	___	___
4. Is shy, responding generally when called upon.	___	___
5. Is "bossy" with his peers.	___	___

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*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

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CHARACTERISTICS OF TALENTED PUPILS-CHECKLIST*
(Can be used at any grade level)

School_____ Teacher_____

Directions: Place an X in the space beside each question which best describes the pupil.

Pupil's Name_____ Date_____

		YES	NO
1.	Displays a great deal of curiosity about many things.	___	___
2.	Generates ideas or solutions to problems and questions.	___	___
3.	Sees many aspects of one thing; fantasizes, imagines, manipulates ideas, elaborates.	___	___
4.	Applies ideas.	___	___
5.	Is a high risk taker; is adventurous and speculative.	___	___
6.	Displays a keen sense of humor.	___	___
7.	Is sensitive to beauty; attends to aesthetic characteristics.	___	___
8.	Predicts from present ideas.	___	___
9.	Demonstrates unusual ability in painting/drawing.	___	___
10.	Exhibits unusual ability in sculpturing or clay modeling.	___	___
11.	Shows unusual ability in handicrafts.	___	___
12.	Provides evidences of unusual ability in use of tools.	___	___
13.	Shows unusual ability in instrumental music.	___	___
14.	Demonstrates unusual ability in vocal music.	___	___
15.	Indicates special interest in music appreciation.	___	___
16.	Displays ability in role playing and drama.	___	___
17.	Demonstrates ability to dramatize stories.	___	___
18.	Shows ability in oral expression.	___	___
19.	Demonstrates unusual ability in written expression: creating stories, plays, etc.	___	___
20.	Shows evidence of independent reading for information and pleasure.	___	___
21.	Demonstrates ability in dancing; toe, tap, creative.	___	___

	YES	NO
22. Displays mechanical interest and unusual ability.	___	___
23. Shows unusual skill and coordination in his gross muscular movements such as ball playing, running.	___	___

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*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

STUDENT'S CLASSROOM INVENTORY*

You have talents. You are aware of some of the talents which your classmates have and some may be hidden. After you have written the names of each of your classmates in the first column, please write in the second column the talent which you feel each person has. If any of your classmates have a talent which is unknown to you or one which cannot be determined by you, place a check (✓) beside the name of that person in the third column.

Name of Your Classmates	Talent He or She Has	Hidden Talent
1. 2. etc.		

STUDENT INDIVIDUAL TALENT INVENTORY

You have talents. Some of them your friends or parents or teacher knows. Some only you know. Please list all talents you have and check whether others know it or not.

Name:

Talent I Know I Have	Other People Know It	No One Else Knows It
1. 2. 3. etc.		

*Through the Courtesy of: Mrs. Betty Stovall, Director
Talent Development
Charlotte-Mecklenburg Schools

CHECKLIST FOR RECOMMENDING GIFTED AND CREATIVE STUDENTS*
(Middle Grades and Above)

Student's Name _____ School _____ Grade _____ Homeroom _____

Teacher's Name _____ School Term _____

To the Teachers:

We need your help. We're looking for children in your classroom who you feel might be more able than their test scores indicate. The following list of characteristics, while by no means all inclusive, represents traits found in gifted and creative children. If any student in your class is described by at least twelve (12) of the items on this list, you may want to watch him more carefully for possible inclusion in the gifted program. Those items which are most applicable should be double checked. Will you help us by responding to the following checklist for the top students in your class. Supporting information and comments should be written on the back of this form.

____ 1. Is an avid reader.

____ 2. Has received an awaro in science, art, literature.

____ 3. Has avid interest in science or literature.

____ 4. Very alert, rapid answers.

____ 5. Is outstanding in math.

____ 6. Has a wide range of interests.

____ 7. Is very secure emotionally.

____ 8. Is venturesome, anxious to do new things.

____ 9. Tends to dominate peers or situations.

____10. Readily makes money on various projects or activities--is an entrepreneur.

____11. Individualistic--likes to work by self.

____12. Is sensitive to feelings of others--or to situations.

____13. Has confidence in self.

____14. Needs little outside control--disciplines self.

____15. Adept at visual art expression.

____16. Resourceful--can solve problems by ingenious methods.

____17. Creative in thoughts, new ideas, seeing associations, innovations, etc. (not artistically).

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____18. Body or facial gestures very expressive.

____19. Impatient--quick to anger or anxious to complete a task.

____20. Great desire to excel even to the point of cheating.

____21. Colorful verbal expressions.

____22. Tells very imaginative stories.

____23. Frequently interrupts others when they are talking.

____24. Frank in appraisal of adults.

____25. Has mature sense of humor (puns, associations, etc.).

____26. Is inquisitive.

____27. Takes a close look at things.

____28. Is eager to tell others about discoveries.

____29. Can show relationships among apparently unrelated ideas.

____30. Shows excitement in voice about discoveries.

____31. Has a tendency to lose awareness of time.

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*San Francisco Unified School District Programs for Mentally Gifted Minors, William B. Cummings, Supervisor.

STANDARDIZED TESTS

While the Division for Exceptional Children, Gifted and Talented Section does not recommend specific tests, listed are tests which may be considered part of the screening program for identification of gifted and talented students.

Cognitive Tests for Measuring Thinking

I. Convergent Thinking
   A. Achievement Tests
      . California Test of Basic Skills (grades 1-8)
      . Iowa Tests of Basic Skills
      . Metropolitan Achievement Test (grades 1-12)
      . SRA Achievement Tests (grades 1-9)
      . Stanford Achievement Tests (grades 1-9)
      . Cognitive Abilities Tests (grades K-8)

   B. Intelligence Tests
      . Stanford-Binêt Intelligence Scale (grades K-12)
      . Wechsler Intelligence Scale for Children (WISC) (age 5-15)
      . Wechsler Adult Intelligence Scale (age 16)
      . Peabody Picture Vocabulary Test (grades K-12)
      . California Tests of Mental Maturity (grades 4-12)
      . Wechsler Adult Intelligence Scale (WAIS) (age 16 +)

II. Divergent Thinking
   A. Creativity Tests
      . Torrance Tests of Creative Thinking--Verbal (grades 4-12)
      . Torrance Tests of Creative Thinking--Figural (grades 1-12)
      . Guilford's Test of Creativity--Verbal, Figural (grades 7-12)

Affective Tests for Measuring Feeling

I. Convergent Tests
   A. Character and Personality
      . Early School Personality Questionnaire (grades 1-3)
      . Children's Personality Questionnaire (grades 3-6)
      . Junior-Senior High Personality Questionnaire (grades 6-12)
      . California Test of Personality (grades K-12)
      . Piers-Harris Self Observation Scale

   B. Self Concept
      . "How Do You Really Feel About Yourself" Inventory (grades 4-21)
      . Tennessee Self-Concept Scale (grades 5-12)
      . Self Concept as a Learner - Elementary Scale (grades 3-12)
        Secondary Scale (grades 7-12)
      . California Test of Psychology (grades K-12)

II. Divergent Tests
      . Barron-Welsh Art Scale of the Welsh Figure Preference Test (grades 1-12
      . Personality Rating Scale (grades K-12)
      . Preschool Academic Sentiment Scale (grades K-1)

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Tests of Cultural Differences

1. Abbreviated Binet for the Disadvantaged (ABDA) developed by Dr. Catherine Bruch and Dr. E. Paul Torrance, University of Georgia, Athens, Georgia.*

2. Biographical Inventory (secondary level) developed by Institute of Behavioral Research in Creativity, Salt Lake City, Utah.*

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*Note: These tests are currently being validated and will be made available at a later date.